GRADE 3 (August, 2013)
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading **Comprehension of Key Ideas and Details** *Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide		The student response demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly.	The student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly	The student response may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).	The student response does not demonstrate comprehension of the ideas expressed in the text(s).
Writing **Written Expression**		--The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose. The student response consistently demonstrates purposeful and controlled organization. and includes an introduction and conclusion. --The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	--The student response addresses the prompt and shows some development of the topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task and purpose. --The student response demonstrates purposeful and controlled organization. and includes an introduction and conclusion. --The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	--The student response makes reference to the topic of the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, text-based-evidence, and/or description; the development is limited in its appropriateness to the task and purpose. --The student response demonstrates purposeful organization. that sometimes is not controlled and may or may not include an introduction and/or conclusion. --The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with limited clarity.	--The student response may not address the prompt, does not develop the topic or narrative elements, and is therefore inappropriate to the task and purpose. --The student response demonstrates little or no organization. --The student response does not use linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
Writing **Knowledge of Language and Conventions**	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent distracting errors in grammar and usage that often impede understanding.

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3 and elucidated in the scoring rules for each individual PCR.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or field testing of tasks

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